DOCUMENT RESUME

ED 270 518 UD 024 913

TITLE	Comprehensive Russian Instructional Program, 1983-1984: OEA Evaluation Report.
INSTITUTION	New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE	86
GRANT	G00-820-2907
NOTE	49p.; For the 1982-83 Evaluation Report, see ED 247 338.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Academic Achievement; *Bilingual Education Programs; *Career Counseling; English (Second Language); High Schools; Immigrants; Limited English Speaking; Native Language Instruction; *Program Effectiveness; Second Language Instruction; Urban Schools; Work Experience Programs
IDENTIFIERS	New York City Board of Education; *Russian Immigrants

ABSTRACT

In 1983-84, the second and final year of funding, Project CRIP (Comprehensive Russian Instructional Program) provided career orientation and support services to 430 Russian-speaking student of limited English proficiency (LEP) at three public and four private high schools in Brooklyn and Queens, New York. All of the students were foreign-born and varied in English language ability and overall academic preparedness. Stated program objectives included student achievement in bilingual skills classes, work experience in summer internships, regular meetings with a career counselor, visits to business offices, and workshops involving representatives of various businesses and occupations. The instructional program varied from site to site, but at each public school, students attended courses in English as a second language (ESL) and native language arts, as well as instruction in content-area subjects in English. At the private schools, the project's educational assistants provided tutorial support and small group instruction. Various staff development and parent participation activities were conducted. Quantitative analysis of student achievement data presented in this report indicates that: (1) project students did not meet the proposed objective in English language achievement; (2) overall, students met the passing rate in native language arts; and (3) the attendance rate of project participants exceeded the attendance rate of the general school population. The staff's demonstrated ability to communicate effectively with parents, and to orient school administrators and teachers to work more effectively with parents, contributed greatly to the project's overall success. (KH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

T. K. Minter
NYC Bd. of Ed.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

COMPREHENSIVE RUSSIAN

INSTRUCTIONAL PROGRAM

1983-1984

OEA Evaluation Report

O.E.A. Evaluation Section Report

Robert Tobias, Administrator of Evaluation
Judith S. Torres, Senior Manager

Grant Number: G00-820-2907

COMPREHENSIVE RUSSIAN INSTRUCTIONAL PROGRAM

1983-1984

Project Director:

Florence Seiman

Prepared by the
O.E.A. Bilingual Education Evaluation Unit
Armando Cotayo, Evaluation Manager
Jose J. Villegas, Evaluation/Planning Specialist
Rima Shore, Evaluation Consultant
Martin Rouse, Evaluation Consultant

New York City Public Schools
Office of Educational Assessment
Richard Guttenberg, Director

A SUMMARY OF THE REPORT

Project CRIP, in its second and final year of funding, provided career orientation and support services to 430 Russian-speaking students of limited English proficiency at three public and four private high schools in Brooklyn and Queens. All of the students were foreign-born and varied in English language proficiency, ability in the native language, and overall academic preparedness.

The primary project goal was to help students plan and prepare for future careers. Stated objectives included student achievement in bilingual skills classes, work experience in summer internships, regular meetings with the career advisor for counseling, visits to business offices, and workshops involving representatives of various businesses and occupations.

The project director worked out of a central office at South Shore High School and visited each site one day per month. Other central staff included a community liaison, a curriculum specialist, and a secretary. A part-time office aide lent assistance on an hourly basis; all of the central staff were full-time and were supported by Title VII. At each public school school site, the project operated under the aegis of the foreign language department, which was headed by an assistant principal. On-site Title VII staff included three resource teachers (one at each public school site); in addition, three educational assistants carried out project activities at the private schools (one dividing his time between two sites).

The instructional program available to Project CRIP participants varied from site to site. At each public school, students attended courses in English as a second language and native language arts, in addition to receiving instruction in content-area subjects in English. Project students at South Shore were also offered a bilingual course in science. Bilingual courses in social studies were also taught at South Shore and Forest Hills High Schools. At the private schools, the project's educational assistants provided tutorial support and in many cases small-group instruction.

The project's career awareness component included counseling and lectures by the curriculum specialist, and presentations by outside speakers from various occupations. Development activities for staff members consisted of monthly meetings at the central office, site visits by the project director and community liaison, attendance at outside conferences and workshops on bilingual education, and participation in university courses. Parents of project students took part in the Parents' Advisory Council, attended project-sponsored monthly workshops, and contacted project staff to discuss their children's academic problems.

Program objectives were assessed in English language development (Criterion Referenced English Syntax Test); growth in the native language (teacher-made examinations); and attendance (school and program records).

Quantitative analysis of student achievement data indicates that:

--Project students mastered 0.5 objectives per month on the CREST, thus not meeting the proposed objective in this area.

--Overall, students met the 65 percent passing rate in native language arts classes in the fall and spring.

--The attendance rate of program students at each public school site exceeded the attendance rate of the general school population.

Proposed objectives in content-area and business skills classes could not be assessed as mainstream data were not provided for comparison with the mastery rates of program students. The highest passing ratio in content area and business skills were at Franklin D. Roosevelt H.S.

In the non-instructional area, the proposed summer job internship program was not implemented, since students were found to be unwilling to take part in a job program that did not offer compensation. On the other hand, curriculum and staff development activities continued as proposed.

The staff's demonstrated ability to communicate effectively with parents in addition to their function in orienting school administrators and teachers to work more effectively with parents have contributed greatly to the project's overall success.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Margaret Scorza has reviewed and corrected reports, coordinated the editing and production process, and contributed to the quality of the work in innumerable ways. She has been assisted by Eulalia Cabrera, who has interpreted findings, integrated material into reports, and has written report summaries. Patricia Fitzpatrick has spent many hours creating, correcting, and maintaining data files. Finally, Joseph Rivera has worked intensively to produce, correct, dupliate, and disseminate reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produced quality evaluation reports.

TABLE OF CONTENTS

		PAGE
I.	OVERVIEW	2
II.	STUDENT CHARACTERISTICS	3
III.	INSTRUCTIONAL SERVICES	7
	Objectives	7
	English as a Second Language	7
	Bilingual Business Skills Classes	8
	Bilingual Content-Area Classes	8
	Russian Language Instruction	9
IV.	NON-INSTRUCTIONAL SERVICES	10
	Objectives	10
	The Affective Domain: Student Needs	10
	Attendance	11
	Support Services	12
	Parental Involvement	15
	Job Internship Program	15
	Curriculum Development	16
	Staff Development	16
V.	FINDINGS	18
	Acquisition of English Language Skills	18
	Bilingual Business Skills	23
	Native Language Arts	25
	Content-Area Achievement	27
	Attendance	29
VI.	CONCLUSIONS AND RECOMMENDATIONS	31
VII.	APPENDICES	34

LIST OF TABLES

		PAGE
Table 1:	Number and Percent of Program Students by Sex and Grade.	4
Table 2:	Number of Program Students by Age and Grade.	5
Table 3:	Time Spent in the Bilingual Program.	6
Table 4:	Results of the Criterion Referenced English Syntax Test (Program Students Pretested and and Posttested on the same test level, Fall and Spring).	20
Table 5:	Results of the Criterion Referenced English Syntax Test (Program Students Pretested in the Fall and Posttested in the Spring).	21
Table 6:	Results of the New York City Reading Test (Program Students at Forest Hills High School).	22
Table 7:	Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Bilingual Business Skills Classes.	24
Table 8:	Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Native Language Arts.	26
Table 9:	Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Subjects, Fall and Spring.	28
Table 10:	Attendance Percentages of Program Students.	30

COMPREHENSIVE RUSSIAN INSTRUCTIONAL PROGRAM

Central Office Location:	South Shore High School 6565 Flatlands Avenue Brooklyn, NY 11236
Year of Operation:	1983-84, Second and Final Year of Operation
Target Language:	Russian
Number of Sites:	3 Public High Schools 4 Private High Schools
Number of Participants:	430 Students
Project Director:	Florence Seiman
Public School Sites:	South Shore High School 6565 Flatlands Avenue Booklyn, NY 12236 Franklin D. Roosevelt High School 5800 Twentieth Avenue Brooklyn, NY Forest Hills High School 67-05 110th Street Forest Hills, NY
Private School Sites:	Flatbush Jewish Center Academy 500 Church Avenue Brooklyn, NY Nehar Chalom Torah Center 2600 Ocean Avenue Brooklyn, NY New Solomon Schechter High School 550 Ocean Parkway Brooklyn, NY Yeshiva Hakad HaBrab 841-43 Ocean Parkway Brooklyn, NY

I. OVERVIEW

Project CRIP completed, in 1983-84, a two-year effort to provide Russian-speaking high school students with instructional and support services, particularly in the area of career development. The project served 431 students at three public schools and four private schools in Brooklyn and Queens.

The final evaluation report for 1982-83 reviewed the initial implementation process, specifying modifications of the proposal, and describing staffing and services for the project's first year. That report reached the following major conclusions:

- Shifts in the immigration picture have affected the program population. Project CRIP participants therefore differ from the students who took part in previous bilingual programs aimed at New York City's Russian-speaking high school students. While there are some new arrivals from the U.S.S.R., most participants have already spent one, two, or more years in American schools. Others have spent one or more years in Israel, or have transferred to public schools from Yeshivas where they concentrated for at least a year on learning Hebrew.

- About 60 percent of the target population are of limited English proficiency, having scored below the cut-off on the Language Assessment Battery. The remainder of students, according to the project staff, continue to experience academic difficulty rooted in adjustment problems.

- The project functioned well during the school year, despite a late start-up date, shifts in participating sites, and budgetary restrictions that reduced the staff. The support offered by the school administrations proved important.

- The needs of the Russian-speaking population of the city's high schools are changing. Increasingly, these students are not literate in their home language, or are losing literacy skills faster than the program can reinforce them. This pattern requires attention from administrators at participating schools.

- Bilingual services would benefit from closer communication between the Title VII and tax-levy support staff (grade advisers, guidance

counselors, college and career advisors) who serve Russian-speaking students.

- The project staff deserves special recognition for its work with parents. The emphasis on career development requires close contact with immigrant parents, who often arrive with little understanding of how to help their children define career goals, apply for an appropriate job or for further education, or finance that education.

This report documents the project's second year. In its broad outlines, Project CRIP did not change substantially between its first and second years. The same staff were assigned to the same program sites. The scope of services remained constant. The project continued to stress career development and college advisement, and the curriculum specialist again arranged a schedule of guest speakers and visits representing a range of careers and institutions. This report does not dwell on information presented in last year's report, but rather highlights new developments. Student characteristics are described in Chapter II of this report, and Chapter III describes the instructional services offered to program participants in 1983-84. Chapter IV outlines the program's non-instructional services: support services; career awareness and college advisement; parental involvement; curriculum development; and staff development. Chapter V presents student achievement and attendance data. Chapter VI evaluates the extent to which Project CRIP realized its objectives.

II. STUDENT CHARACTERISTICS

Of the 429 students for who information was reported, 420 were born in the U.S.S.R., eight were born in Poland, and one was born in Hungary. Most of the students were found in the tenth and eleventh grades, and 13 percent were overage for their grade placement. In the 1983-84 academic year, 120 students (28 percent) were new to the program.

Tables 1, 2, and 3 provide detailed information on the program students by sex and grade, age and grade, and treatment time, respectively.

TABLE 1

Number and Percent of Program Students by Sex and Grade

Grade	Number Male Students	Percent of Grade	Number Female Students	Percent of Grade	Total Number	Percent of All Students
9	39	48	42	52	81	19
10	49	37	82	63	131	30
11	69	56	55	44	124	29
12	43	45	52	55	95	22
TOTAL	200	46[a]	231	54[a]	431	100

[a]Percent of program students.

- There were more females than males in the program.
- Most students were in the tenth and eleventh grades.

TABLE 2

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
13	4	0	0	0	4
14		3	0	0	41
15			4	0	87
16	9			8	120
17	1	11			109
18	0	2	14		55
19	0	0	2	9	11
TOTAL	80	128	122	97	427
Overage Students					
Number	10	13	16	9	48
Percent	13	10	13	9	11

Note. Shaded boxes indicate expected age range for grade.

- Eleven percent of all program students were overage for their grade.
- The highest percentages of overage students were in grades nine and eleven (13 percent).

TABLE 3

Time Spent in the Bilingual Program[a]

(As of June 1983)

Time Spent in Bilingual Program	Number of Students Grade 9	Grade 10	Grade 11	Grade 12	Total
1 Academic Year	53	52	9	6	120
2 Academic Years	28	75	114	89	306
TOTAL	81	128	123	95	426

[a]Rounded to the nearest year.

- One hundred twenty students (28 percent) were new to the program in 1983-84.
- The remainder had been in the program for two years.

III. INSTRUCTIONAL SERVICES

OBJECTIVES

The proposal for Project CRIP listed instructional objectives in the following areas:

- English as a second language (E.S.L.)
- Bilingual business skills classes
- Academic (content-area) classes
- Russian-language classes

ENGLISH AS A SECOND LANGUAGE

The project staff indicated that E.S.L. instruction was available at each of the seven sites. These students qualified for E.S.L. instruction by scoring below the twenty-first percentile on the Language Assessment Battery (LAB). The other students have more developed English-language skills, but, according to project staff, continue to encounter difficulty in their academic work.

Those at the public school sites are enrolled in mainstream English classes, but receive individual or small-group help from program staff. Those enrolled at the private school sites receive tutorial assistance in E.S.L. and English reading from the paraprofessionals assigned to those sites.

The project director remarked that the need for reinforcement of English skills is greater than LAB results would indicate. She said that students often clear the LAB cutoff, but in reality lack the skills needed to function effectively in mainstream classes. They can answer isolated questions on the LAB, but cannot integrate language skills sufficiently to absorb what they are studying. And since their parents typically lag

behind their children in acquisition of English, they cannot get help at home. For this reason, the project emphasizes small-group tutorials both for students who qualify for E.S.L. and for those who have "tested out" on the LAB.

BILINGUAL BUSINESS SKILLS CLASSES

The project reported business skills classes at six of its seven sites (all but New Solomon Schechter High School). At Nehar Chalom Torah Center, the CRIP staff member added accounting to the bilingual curriculum. The bilingual instructors who taught typing and stenography also stressed language skills needed for careers in business: specialized terms, the language and format of business correspondence, and the applications, forms, and documents that job applicants and employees must know how to complete. Whenever possible, typewriters were made available for practice during students' free periods.

Bilingual staff provided tutorial assistance, and encouraged students with more solid skills to assist their classmates.

One of the project's resource teachers has provided assistance to students who are interested in computer science. A greater number of program students enrolled in mainstream computer classes in the project's second year.

BILINGUAL CONTENT-AREA CLASSES

Mathematics

None of the seven Project CRIP sites offered bilingual mathematics instruction. In general, students enrolled in the program had strong mathematics skills, and were able to learn effectively in mainstream

classes. However, project staff were available for tutorial assistance.

Science

A tax-levy teacher at South Shore High School taught bilingual science. Bilingual instruction in science was not offered at the other sites.

Social Studies

Bilingual social studies was taught at two public school sites: South Shore and Forest Hills.

RUSSIAN LANGUAGE INSTRUCTION

Project CRIP staff provided Russian language instruction at all three public school sites; none of the four private school sites taught Russian to their students. (However, at Flatbush Jewish center academy, Russian language instruction was available on a tutorial basis.)

Staff members noted that structuring a coherent native-language curriculum is difficult, because Russian-speaking students enter high school with such diverse native-language skills. Recent immigrants have strong language skills, and are capable of handling difficult literary texts in Russian, and discussing these texts with a fair level of sophistication. Those who immigrated as young children, and those who came to the United States after a lengthy stay in Europe or Israel, have strong oral skills but read and write poorly. In between is a wide range of native-language skills. To deal with this situation, teachers meet with students in small groups. In some cases, peer counseling is available to Russian-speaking students through extra-curricular Russian-language clubs.

IV. NON-INSTRUCTIONAL SERVICES

OBJECTIVES

The formal proposal lists major objectives in the following non-instructional areas:

- attendance,
- support services: counseling; tutoring; vocational/college advisement; extra-curricular activities,
- parental involvement,
- curriculum development,
- staff development, and the
- job internship program.

The program carried out activities in all areas, except for the job internship program, as explained below. As with past bilingual programs for Russian-speaking students, Project CRIP placed particular emphasis on counseling and parental involvement.

THE AFFECTIVE DOMAIN: STUDENT NEEDS

The project director and curriculum specialist stressed that immigrants from the Soviet Union generally encounter greater difficulty in making an emotional adjustment than in handling new academic tasks. Academic difficulties, poor attendance, and departures from school can often be traced to emotional trauma rather than to educational deficits.

They noted that the immigration process has often meant more than leaving behind forever their home, friends, and often relatives. It often has disrupted family relations. The parents of many Russian-speaking students have divorced. Parents often are bogged down by financial and

employment worries, and by a pattern of downward mobility that plays havoc with self-esteem. As a result, students often experience distress and confusion at home.

They noted that in the Soviet Union, students face few important decisions about their educational program, post-graduation plans, or extra-curricular activities. Selecting a type of educational institution (public or private; two-year or four-year; vocational or academic; etc.) causes confusion. Since financing their education has never before concerned them, the complicated world of financial aid and loans (with its many forms, procedures, and deadlines) may cause panic. Without any direct experience of the American educational system, parents are even more confused by these options than their adolescent children, and cannot provide realistic advice.

For these reasons, Project CRIP emphasized counseling, vocational and college advisement, and parent involvement in its constellation of non-instructional services.

ATTENDANCE

In its first year, Project CRIP achieved an excellent record of attendance. Participants at the three public school sites had an attendance rate of at least 90 percent (and nearly 95 percent at Forest Hills). At all three schools, program attendance surpassed the school attendance rate by about ten percentage points.

The challenge for Project CRIP's second year was clearly to maintain this level of motivation in its participation, and if possible to bolster the attendance rate of ninth graders who at F.D.R. and South Shore attended less regularly than more program participants in the higher grades (but

still surpassed the school attendance rate).

Program staff believed that the key to attendance was the attention paid to the affective domain through the program's emphasis on support services.

SUPPORT SERVICES

Support services included psychological counseling, tutorial assistance, vocational/college advisement, and extracurricular activities.

Psychological Counseling

A Russian-speaking counselor who works with the Russian Adolescent Project (RAP) made himself available to work with program students about once a month. He had been a staff member of a previous Russian bilingual program, had subsequently enrolled in a doctoral program in psychology, and was in the process of completing his dissertation. This counselor worked on a one-to-one or small-group basis with those students who were identified by Project CRIP staff as most in need of support. As a bilingual counselor with experience in both cultures and both educational systems, he was able to anticipate and grasp students' concerns.

Tutorial Assistance

Tutorial assistance was the backbone of Project CRIP. Students had a broad spectrum of language and academic skills, based on differing patterns of immigration and the disruption of academic experience at different stages. This fact, combined with emotional problems rooted in the process of adjusting to a radically different social and educational setting, called for one-to-one or small-group attention. Project staff said that Russian-speaking students who had emigrated twice (first to Israel, where

learning Hebrew occupied a great part of their academic program) were particularly in need of tutorial assistance.

This type of instructional support was available at all seven Project CRIP sites. Some peer tutoring was also available.

Vocational/College Advisement

The curriculum specialist devoted a great deal of attention to this aspect of the program. "Students are very dependent on us," she said. "Their parents cannot help them. They need our help. We know what they can do and where they belong."

Helping students to set realistic goals is a primary concern, since most program students want to go on to college. Some want to apply only to Harvard or Yale: these may be the only private universities whose names they know, or whose names their parents know. The resource specialist commented: "We have to tell them that there are other institutions. Sometimes it's good to be a big fish in a little pond. We have to speak realistically to parents who will tell you only what geniuses their children are."

Other students set their sights too low. They are, despite demonstrated ability, determined to drive a cab or to sell electronics; in short, to jump quickly into the job market. "We have to work with them and their parents," the curriculum specialist said, "to tell them that unless they want to spend ten years in evening school, they should continue their education." It is equally difficult, she added, to work with both types of unrealistic students.

Part of the vocational/career advisement component of Project CRIP was a program of guest speakers. Representatives of various educational

institutions addressed students, and project staff helped students to formulate and pose questions. Russian-speaking members of various professions were also invited. Appendix A lists the speakers who appeared at program sites.

Extracurricular Activities

Project staff planned activities geared to helping students orient themselves to their new cultural environment, while retaining a connection to their own cultural roots.

Activities included:

- Movies and plays: students saw the film The Jazzman and the plays Moskva and Romeo and Juliet.
- Field trips: students visited the New York Stock Exchange.
- College visits: students visited Brooklyn College and Frick College.
- Appearances at school: The writer Nikolai Vadimov appeared at Forest Hills High School.

Students also took part in other extracurricular activities. A number of the members of Arista at the various public school sites were program participants. Program students from F.D.R. and New Solomon Schechter volunteered at Maimonides Hospital in Brooklyn. FDR students also took part in a musical festival; Russian-speaking students at Flatbush Jewish Center Academy organized a Russian ensemble.

Project staff promoted integration of program participants into the larger student body by encouraging students to take part in schoolwide activities. While the process of social integration is slow, male students did often take part in sports teams, usually soccer. One group of Project CRIP students volunteered to assist a group of students at Madison High

School who were undertaking a two-month independent study project on Russian culture.

PARENTAL INVOLVEMENT

Helping parents to help their children continued to be a priority of Project CRIP staff. They valued their rapport with parents, and encouraged them to come to school (or to telephone) if they had questions or problems, or if they simply wanted to become better acquainted with the U.S. educational system. A parents' advisory council met quarterly and as the need arose. In isolated cases, the project provided parents with opportunities to take E.S.L. courses. Some parents came to teachers' workshops; some came to the presentations on various careers held for students. No special workshops were held for parents, however.

The program issued a newsletter for parents and students written by four staff members and designed to review project activities over the school year. (See Appendix B).

JOB INTERNSHIP PROGRAM

Project CRIP proposed a summer job internship program. However, this aspect of the program was not implemented. It did not appeal to program participants, the director explained, because the program had no funds to pay students for their time. The original intent was to offer students job experience through volunteer placements at businesses which in turn would get a tax advantage for employing youngsters. "But they want to be paid," she said, adding that for these students, self-esteem often stems from earning wages to contribute to their families and at the same time gaining a measure of independence.

The staff member who acts as community liaison noted that many students do hold down part-time jobs (some working the equivalent of two full days per week). Often they get jobs despite the objections of their parents. In some cases, parents are not aware of how much time their children are spending at work. He added, "Parents are often so busy trying to earn a living and overcome the language barrier that they can't keep track of their kids. They're on their own."

CURRICULUM DEVELOPMENT

Curriculum development has been an ongoing concern. Project CRIP makes use of the many materials that were prepared by previous Russian bilingual programs in New York City. It proposed to develop or acquire additional business- and career-oriented materials, and materials related to social studies and culture. In spring, 1984, project staff were in the process of developing an economics glossary, accumulating materials for a business skills curriculum, and organizing and enlarging the library. The curriculum specialist acquired numerous books in Russian and English that relate to the project's career component.

STAFF DEVELOPMENT

As in its first year, the project staff met monthly for workshops. (See Appendix C.) In addition, key staff members met with staff of the Office of Bilingual Education (O.B.E.) twice, and the project director met with the Chancellor and members of the staff of the Division of High Schools.

Project CRIP staff members also attended staff development activities outside of the school system, including the following:

U.N. Week on Foreign Languages,
O.B.E. Title VII Workshop,
SABE Conference at Grossinger's in upstate New York,
NABE Conference in San Antonio, Texas,
Economic Conference at Brooklyn College,
Bilingual Education Conference at St. John's University, and
Bilingual Education Conference, State Education Department offices.

In addition, six staff members and teachers associated with Project CRIP continued their education at local universities. A resource teacher took two courses in Media ecology and Communications; the community liaison took a course in guidance; and a paraprofessional took two courses in special education. Three program teachers also took education courses.

V. FINDINGS: STUDENT ACHIEVEMENT AND ATTENDANCE

ACQUISITION OF ENGLISH LANGUAGE SKILLS

Project CRIP proposed that as a result of participating in the program, students enrolled in the E.S.L. sequence would master an average of one objective per month of treatment as measured by the Criterion Referenced English Syntax Test (CREST).

The CREST was again used to assess students' acquisition of English language skills. The CREST was developed by the New York City Public Schools to measure mastery of instructional objectives of the E.S.L. curricula. There are four items for each objective, and mastery of an objective is achieved when three of the items are answered correctly. The test has three levels: beginning (1), intermediate (2), and advanced (3). The maximum score on Levels 1 and 2 is 25, while the maximum score on Level 3 is 15. Mean differences between pretest and posttest are computed to represent the gain score, and an index which represents the number of objectives mastered per month is computed by dividing the gain score by the actual months of instruction. Extensive information on CREST objectives and psychometric properties are in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test.*

The project reported 229 students to be taking E.S.L. Data were submitted for 18 program students at South Shore and F.D.R. High Schools who were pretested and posttested with the same CREST level in the fall semester, and for 15 students who were pretested and posttested with the

---

*The Board of Education of the City of New York, Division of High Schools, 1978.

same level in the spring. As seen in Table 4, overall, these students mastered an average of 0.4 CREST objectives per month in the fall, and 0.6 CREST objectives per month in the spring, falling short of the program objective. Most of these students were at Level 3 and had high pretest means, creating a "ceiling effect."

In addition, 190 students at F.D.R. and the four private schools were pretested in the fall and posttested in the spring on the same test level. Overall, these students also failed to reach the proposed criterion level. Examination of Table 5 reveals that, for the entire year, the objective was met by students who were tested on Level 1. The rate of mastery for students who were tested on Levels 2 and 3 was approximately 0.4 objectives per month.

Since CREST data were not available for students at Forest Hills High School, students' scores on the New York City Reading Test were examined to determine if students taking mainstream English were making gains in reading through the application of the correlated t-test model. This analysis determines whether the difference between pretest and posttest mean scores is larger than would be expected by chance variation alone, that is, statistically significant.

As presented in Table 6, pretest and posttest scores were available for 18 tenth graders and 22 eleventh graders at this site. An examination of students' scores reveals that the increase for eleventh graders was statistically significant, and there was no significant change for the tenth graders.

TABLE 4

Results of the Criterion Referenced English Syntax Test

Program Students from F.D.R. and South Shore High Schools
Pretested and Posttested on the Same Test Level Fall and Spring

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
			Fall			
I	1	15.0	19.0	4.0	2.5	1.6
II	3	11.7	20.0	8.3	2.9	2.9
III	14	11.0	12.3	1.3	2.9	0.4
TOTAL	18	11.3	13.9	2.6	2.9	0.4
			Spring			
I	1	15.0	17.0	2.0	3.0	0.7
III	14	12.0	13.9	1.9	3.0	0.6
TOTAL	15	12.2	14.1	1.9	3.0	0.6

*Posttest minus pretest.

•Overall, students failed to reach the proposed criterion of mastering an average of one CREST objective per month of instruction.

TABLE 5

Results of the Criterion Referenced English Syntax Test

(Program Students at F.D.R. and the Private Schools
Pretested in the Fall and Posttested in the Spring on the Same Test Level)

Test Level	Number of Students	Average Number of Objectives Mastered Pre (Fall)	Post (Spring)	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
I	17	16.8	21.2	4.4	4.6	1.0
II	84	16.4	18.3	1.9	4.4	0.4
III	89	11.3	12.9	1.6	4.5	0.4
TOTAL	190	14.0	16.1	2.1	4.5	0.5

*Posttest minus pretest.

•Level I students met the program objective; the majority of students tested at Levels II and III did not.

TABLE 6

Results of the New York City Reading Test
at Forest Hills High School

		Pretest		Posttest		
Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference
10	18	50.3	22.5	49.0	26.3	-1.3
11	22	50.8	22.0	58.5	26.8	7.7*

*Significant at the .01 level of significance.

- Gains made by eleventh-grade students at Forest Hills were statistically significant.

BILINGUAL BUSINESS SKILLS

The program objective stated that the percentage of students passing bilingual business skills classes would be at least equal to that of mainstream students.

Since mainstream student data were not available, this objective could not be evaluated as proposed. However, Table 7 presents passing rates for program students enrolled in business and vocational courses. The highest overall passing rates were achieved by students at F.D.R. -- 68 percent and 78 percent passing in the fall and spring terms, respectively. Overall, passing rates for each school were higher during the spring semester.

TABLE 7

Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Bilingual Business Skills Classes

Site	Total N	Total % Passing
Fall		
South Shore	13	54
F.D.R.	25	68
Forest Hills	145	67
Private Schools	111	64
TOTAL	294	65
Spring		
South Shore	12	68
F.D.R.	27	78
Forest Hills	145	70
Private Schools	111	68
TOTAL	295	70

- Overall passing rates increased from fall to spring.
- The highest passing rates were achieved by program students at F.D.R.

NATIVE LANGUAGE ARTS

The program objective stated that as a result of program participation, 65 percent of the students enrolled in native language arts (Russian) classes would successfully complete the course content.

Table 8 presents passing rates in native language arts classes for each semester by school. The overall fall passing rate for program students was 65 percent, and the overall spring passing rate was 69 percent, thus meeting the program objective. F.D.R. had the highest passing rates. Passing rates generally improved from fall to spring, and program students at the public school sites had higher passing rates than the private schools.

TABLE 8

Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Native Language Classes

Site	Total N	Total % Passing
Fall		
South Shore	29	62
F.D.R.	73	81
Forest Hills	105	66
Private Schools	98	53
TOTAL	305	65
Spring		
South Shore	22	73
F.D.R.	73	85
Forest Hills	97	67
Private Schools	98	57
TOTAL	290	69

- The objective of 65 percent passing was met overall each semester.
- Overall passing rates improved from fall to spring.
- Program students at F.D.R. and Forest Hills achieved the program objective both semesters.

CONTENT-AREA ACHIEVEMENT

The program objective stated that the percentage of students passing academic subjects would be as high as that of mainstream students.

Since data were not available for mainstream students, the objective could not be evaluated as proposed. However, passing rates for each school by semester are presented in Table 9 for each content area.

The highest passing rates were achieved by program students at Forest Hills and the private schools. South Shore and F.D.R. had the lowest passing rates.

TABLE 9

Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Subjects

Content Area	South Shore N	South Shore % Passing	F.D.R. N	F.D.R. % Passing	Forest Hills N	Forest Hills % Passing	Private Schools N	Private Schools % Passing	Total N	Total % Passing
				Fall						
Mathematics	35	51	73	58	146	58	158	54	412	56
Science	29	45	71	48	146	62	154	58	400	57
Social Studies	34	38	69	46	146	60	162	61	411	56
TOTAL		45		51		60		58		56
				Spring						
Mathematics	34	59	76	54	146	61	153	53	409	57
Science	26	54	71	41	143	69	156	58	396	59
Social Studies	29	62	65	42	141	68	161	59	396	60
TOTAL		59		46		70		57		59

•The highest passing rates were achieved both semesters by students at Forest Hills and the private schools.

ATTENDANCE

The program objective stated that students would demonstrate attendance rates equal to or surpassing the schoolwide rate. Attendance rates for program students are presented in Table 11.

In accordance with the program objective, the attendance rates of program students at each school were compared to the respective schoolwide rate through the use of the z-test. (Total school attendance rates were not available for the private schools.) In the three schools for which total attendance data were available, the attendance rates for program students exceeded the schoolwide rates. The z-tests indicated that these differences were not statistically significant.

However, the attendance objective calls for the program atten-dance rate to equal or surpass the schoolwide rate. Since this is true for three schools for which data were available, the program objective was met at these sites.

TABLE 10

Attendance Percentages of Program Students by School

School	Number of Program Students	Attendance Percentage	Standard Deviation	Total School Attendance Percentage
F. D. Roosevelt	71	84.3	6.5	79.1
South Shore	29	88.3	6.9	80.3
Forest Hills	146	87.2	2.8	84.8
Private Schools	164	88.5	6.9	NA

- In the three public schools, the attendance rates for program students exceeded the schoolwide rates.

VI. CONCLUSIONS AND RECOMMENDATIONS

In its second and final year of operation, Project CRIP served 430 Russian-speaking students at three public and four private schools in New York City. While the program's funding cycle lasted two years, Project CRIP in reality built upon a foundation established by the previous bilingual Russian programs operated in New York City. For this reason, the program started out as a mature organization, with seasoned staff, a substantial body of curricular materials, and a great deal of experience in dealing with adolescent immigrants from the Soviet Union.

As reported in last year's report, Project CRIP participants differed from students enrolled in previous Russian bilingual programs. The significant reduction in immigration from the Soviet Union meant that far fewer students entered the program directly from Soviet high schools. New entrants into the program had generally spent more time in schools in the U.S., Europe, or Israel. In comparison with participants in previous programs, they had more oral skills in English and weaker literacy skills in Russian. While they were more likely to surpass the LAB cutoff in English, they continued to have academic difficulties stemming from disruptions in their education at a crucial stage, and from adjustment problems. As the project director stressed, many students who tested out on the LAB were still not able to absorb the material they studied in English. Students who had spent a substantial time period in Israel prior to coming to the U.S. tended to lag behind their peers academically, since they had concentrated on learning Hebrew rather than English or content-area subjects. The special challenge of Project CRIP was to meet the varied needs of these students, and prepare them to enter the job market or

further their education.

A portrait of Project CRIP painted in broad strokes would not differ appreciably in its second year. The same staff were assigned to the same program sites. The scope of services remained constant. The project continued to stress career development, and the curriculum specialist again arranged a schedule of guest speakers representing a range of careers and institutions.

There were new developments in several areas:

- A Russian-speaking psychologist visited a project site about once a month to help students with adjustment problems.
- A program newsletter prepared by four staff members capsulized the school year. It was distributed to students and parents before the end of the school year.
- Program students participated in greater numbers in mainstream computer classes, and received support from a bilingual teacher.
- Staff members made strides in their own development, completing (or nearing completion of) graduate degrees.
- The project's library was enlarged and organized.
- The curricula were expanded and work proceeded on long-term curriculum development projects.

Data indicate that overall, students met the 65 percent passing rate in native language arts courses in the fall spring. All public school students were also able to achieve the proposed program objective for attendance. Eleventh-grade students at Forest Hills demonstrated statistically significant gains on the New York City Reading Test; however, program students at the other sites failed to reach the proposed rate of mastery on the CREST. Finally, proposed objectives in the areas of bilingual business skills and content-area subjects could not be assessed because comparative mainstream data were not provided.

The summer job internship program proposed by Project CRIP was not implemented, since students were unwilling to take part in a job program that did not offer compensation. (Projects planning similar job programs in the future would be well advised to consult with students and parents during the planning stage.) The project met its non-instructional objectives in all other areas. The staff deserve special recognition for the supportive services they provided to students, and for their work with parents. The post-graduation plans reported for Project CRIP students -- most of whom intended to go on to four-year colleges -- speak well for the program's career awareness and college advisement components.

VII. APPENDICES

APPENDIX A: GUEST SPEAKER PROGRAM

Project CRIP invited guest speakers from various learning institutions and businesses to inform students of the choices available to them in choosing a college major and/or in choosing a future career. Speakers included:

Ms. Penelope Terry
Admissions Counselor
Baruch College
Flatbush Jewish Center Academy
October 24, 1983

Mr. Phillip Berg
Admissions Counselor
Baruch College
New Solomon Schechter H.S.
October 25, 1983

Mr. David Gold
Admissions Counselor
Long Island University
New Solomon Schecter H.S.

Prof. Gary Testa
Department of Economics
Brooklyn College
South Shore H.S.
December 9, 1983

Mr. Simon Bolonik (previous student)
Department of Economics
Brooklyn College
South Shore H.S.
February 22, 1984

Mr. Robert Hedlund, Systems Manager
Scientific & Engineering Systems
Consolidated Edison of N.Y.
Forest Hills H.S.
January 11, 1984

Mr. Harold Hamilton
Admissions Counselor
New York City Technical College
South Shore H.S.
February 22, 1984

Mr. Leo De Bartelo,
Associate Director
Office of Pre-Admission Services
Forest Hills, H.S.
March 7, 1984

Ms. Terri Zaneski
Training Supervisor
A.T.& T. Communications
Flatbush Jewish Center Academy
April 5, 1984

Ms. Leslie G. O'Keefe
Employment Supervisor
A.T.& T. Communications
Flatbush Jewish Center
Academy
April 5, 1984

ИНФОРМАЦИОННЫЙ
NEWSLETTER
БЮЛЛЕТЕНЬ

СОДЕРЖАНИЕ

1. Обращение директора Программы...3
2. От нашего коллектива.....4
3. Средняя школа Форест Хиллс.....5
4. Средняя школа им.Франклина Д.Рузвельта.....7
5. Средняя школа Саут Шор..... 8
6. Флатбуш Джуиш Центральная Академия.....10
7. Центр Нехар Шалом Тора..... 11
8. Новая средняя школа им.Соломона Шехтера..... 12
9. Самостоятельное изучение русского языка..... 14
10. Наши выпускники..... 15
11. Наши гости..... 17

TABLE OF CONTENTS

1. Message from the Project Director..... 3
2. From Our Office Staff..... 4
3. Forest Hills High School..... 5
4. Franklin Delano Roosevelt H.S..... 7
5. South Shore High School..... 8
6. Flatbush Jewish Center Academy 10
7. Nehar Chalom Torah Center.....11
8. New Solomon Schechter H.S.....12
9. Independent Studies of Russian.....14
10. Our Graduates Entering College.....15
11. Our Guest Speakers.....17

BEST COPY AVAILABLE

НАШИ ВЫПУСКНИКИ ПОСТУПАЮТ В КОЛЛЕДЖИ

ФЛЭТБУШ ДЖУИШ ЦЕНТРАЛЬНАЯ АКАДЕМИЯ

Акилова Лариса
Блях Юрий
Егрович Беата
Гринберг Лилл
Карасик Ольга
Крамер Алла
Лемперт Владимир
Островская, Елена
Подлипский Яков
Потаповская Полина
Вайнер Эдуард

НОВАЯ СРЕДНЯЯ ШКОЛА им.СОЛОМОНА ШЕХТЕРА

Бекерман Стивен
Гикнер Диана
Ходоровский Давид
Маневич Эрик
Петраковская Биана
Смелянская Светлана
Шапиро Софья
Шукат Марина
Унке, Анджела
Зицерман Людмила

ЦЕНТР НЕХАР-ШАЛОМ ТОРА

Азаркевич Елена
Балагула Марина
Чердак Регина
Галустян Анджела
Гаевская Жанна
Бродская Изабель
Влодова Яна

САУТ ШОР ХАЙ СКУЛ

Бабановская Екатерина
Фурман Геннадий
Гуртовник Андрей
Кацман Александр
Морозова Ирина
Онефатер Борис
Россинская Ирина

OUR GRADUATES ENTERING COLLEGE

Flatbush Jewish Center Academy

Akilov, Larisa	Brooklyn College
Blyakh, Yuri	Pace University
Egrovich, Beata	Manhattan Community College
Grinberg, Lily	F.I.T.
Karasik, Olga	L.I.U.
Kramer, Alla	Pace University
Lempert, Vladimir	Brooklyn College
Ostovsky, Elena	Hunter College
Podlipsky, Yakov	N.Y.U.
Potapovsky, Polina	Manhattan Community College
Vainer, Edward	Pace University

New Solomon Schechter H.S.

Bekerman, Steven	Staten Island Coll.
Gikher, Diana	Kingsborough Community College
Khodorkovsky, David	Baruch College
Manevich, Eric	CUNY
Petrakovskaya, Biana	Baruch College, LIU
Smelyanskay, Svetlana	N.Y. Institute of Technology
Shapiro, Sofia	
Shukhat, Marina	NYC Technical Coll
Unkl, Angela	L.I.U.
Zitserman, Ludmila	Manhattan Community College

Nehar Chalom Torah Center

Azarkevich, Helen	Brooklyn College
Balagula, Marina	Professional school
Cherdak, Regina	Dental Assistant
Galustyan, Angela	
Gayevsky, Zhanna	Adelphi Institute
Brodsky, Isabell	Business School
Vlodov, Yana	Professional School

South Shore High School

Babanovskaya, Katherine	City College
Furman, Gennady	Poly Tech
Gurtovnik, Andre	Hunter College
Katsman, Alex	Brooklyn College
Morozova, Irene	Pace University
Onefator, Boris	N.Y.U.
Rossinsky, Irene	N.Y.U. (6 year dental program)

ВЫПУСКНИКИ

СРЕДНЯЯ ШКОЛА им.ФРАНКЛИНА Д. РУЗВЕЛЬТА

Ашуров Александр
Белопольская Ирина
Бродский Стив
Дубикова Светлана
Горд Марина
Файвикова Рита
Фридман Алла
Меноурер Борис
Меноурер Роза
Цыган Олег

СРЕДНЯЯ ШКОЛА ФОРЕСТ ХИЛЛС

Бухбиндер Михаил
Чупенко Яна
Даниелов Михаил
Довлатов Катерина
Голдин Вероника
Гриншпун Раиса
Ильин Ирина
Косман Алекс
Кессел Алина
Мановский Станли
Минстер Симон
Намтолов Дмитрий
Разанаввили Илана
Ройтберг Рита
Шаргородский Стелла
Соловейчик Наталия
Татевасян Георгий
Велтман Алекс
Вейнман Елена

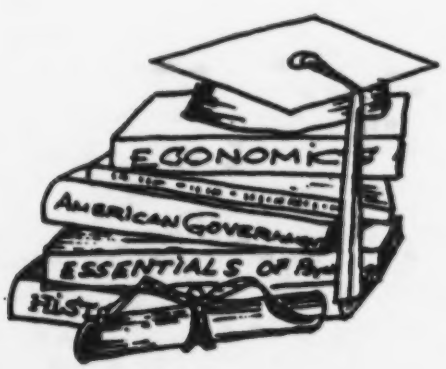
GRADUATES (CONT'D)

Franklin Delano Roosevelt High School

Ashurov, Alexander	Brooklyn Poly Tech
Belopolsky, Irene	Stoney Brook
Brodsky, Steve	Brooklyn Poly Tech
Dubikova, Svetlana	Pratt University
Gord, Marina	SUNY
Fivinov, Rita	N.Y.U.
Fridman, Alla	CUNY
Meshoyrer, Boris	Cornell University
Meshoyrer, Rose	Cornell University
Tsygan, Oleg	Pace University

Forest Hills High School

Buchbinder, Michael	N.Y.U.
Chupenko, Yana	Baruch College
Danielov, Michael	N.Y.U.
Dovlatov, Katerina	Queensboro C.C.
Goldin, Veronica	Queens College
Grinshpun, Raisa	N.Y.U.
Iline, Irine	Queens College
Kosman, Alex	Queens College
Kessel, Alina	Syracuse University
Manovsky, Stanley	Queensboro C.C.
Minster, Simona	Baruch College
Namtolov, Dmitry	Queens College
Rizinashvily, Elana	N.Y.U.
Roitberg, Rita	Medical School of Israel Hospital
Shargorodsky, Stella	Kingsborough C.C.
Soloveychik, Natalia	Stoney Brook
Tatevasyan, George	Queens College
Veltman, Alex	Juilliard School of Music
Veynman, Ellen	Queensboro C.C.



APPENDIX C: STAFF DEVELOPMENT WORKSHOPS

Monthly workshops were held to hear reports of activities from staff assigned to the seven program sites, and to cover other topics. The following list includes workshops held up to the time the evaluation was conducted. (Subsequent workshops were held on 5/25/84 and 6/22/84).

DATE	MAJOR TOPICS
9/7/83	Plans for program implementation
10/14/83	Fall testing Progress report and data collecting Identifying seniors at each site who need assistance in choosing careers and colleges
11/18/83	Guest speaker from Russian Adolescent Program Testing Update
12/28/83	Program Update
2/3/84	Spring semester programs Setting up supportive services at all sites Testing procedures Exchange of books among sites Status of new proposal
2/24/84	Program goals and objectives Progress of private-school participants Progress in college advisement Post-testing
3/30/84	Russian Native Language Writing Test Resource teachers' reports on parent conferences Tutorial programs at all sites Choices of Russian literature course Bilingual newsletter
4/27/84	Program evaluation College admission survey Post-testing schedule